DOCUMENT RESUME

ED 097 788 EC 070 238

TITLE	Handbook: Exceptional Child Education.
INSTITUTION	Hillsborough County Board of Public Instruction, Tampa, Fla.
PUB DATE	24 Jan 74
NOTE	75p.
EDRS PRICE	MF-$0.75 HC-$4.20 PLUS POSTAGE
DESCRIPTORS	Evaluation Criteria; Exceptional Child Education; *Handicapped Children; Identification; Program Descriptions; *Records (Forms); Referral; *School Districts; Special Classes; *Special Education; *Student Placement
IDENTIFIERS	Hillsborough County (Florida)

ABSTRACT

The handbook contains forms, placement criteria, and procedural provisions for 17 program departments in the exceptional child program of the Hillsborough County public school system in Tampa, Florida. Included in the description of the Exceptional Child Education Department and the Exceptional Child Education Office are aspects of staffing and samples of general forms such as parental agreement to special class placement. Individually described are programs serving the following exceptionalities: educable mentally handicapped, trainable mentally handicapped, speech and language handicapped, specific learning disabilities, emotionally disturbed, socially maladjusted, gifted, hearing impaired/deaf, blind and partially sighted, physically handicapped, homebound and hospitalized, multiple handicapped--deaf/blind, hearing impaired/multi-method, and hard of hearing. Usually provided for each program are criteria for participation, procedural provisions such as screening and referral, placement, dismissal, and samples of specific program forms. Also explained is the role of the coordinator of admissions and special services. It is noted that the handbook is a working document intended to be revised for each school year. (DB)

ED 097788

BEST COPY AVAILABLE

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

HANDBOOK

EXCEPTIONAL CHILD EDUCATION

HILLSBOROUGH COUNTY PUBLIC SCHOOLS

EXCEPTIONAL CHILD EDUCATION

RAYMOND O. SHELTON
Superintendent

JACK R. LAMB
Director

REVISED JAN 24 1974

BEST COPY AVAILABLE

TO: Recipient of the ECE Handbook

FROM: Dr. Jack R. Lamb, Director, Exceptional Child Education

SUBJECT: ECE Handbook

The ECE Handbook is a working document and pages will be revised for each school year to reflect changes in State Statutes, state and local school board regulations, federal laws and the many changes in ECE Programs.

Please send your requests for additions or deletions, technical changes and/or format suggestions to Dr. Jack R. Lamb, Exceptional Child Education Office, 411 East Henderson Avenue, Tampa, Florida, 33602.

Rev. Jan. 1974

BEST COPY AVAILABLE

THE SCHOOL BOARD OF
HILLSBOROUGH COUNTY

Ben H. Hill, Chairman

Bob Bondi, Vice Chairman

Mrs. Cecile Essrig

Mrs. Pat Frank

Don C. Kilgore

Roland H. Lewis

Hugo Schmidt

Raymond O. Shelton
Superintendent of Schools

Frank M. Farmer
Assistant Superintendent for Instruction

Jack R. Lamb
Director of Exceptional Child Education

BEST COPY AVAILABLE

PHILOSOPHY OF THE COUNTY EXCEPTIONAL CHILD EDUCATION PROGRAM

The goal of the exceptional child program is to provide within the public school equal opportunities for the identification, evaluation, adjustment, and learning of children needing this service, and thus promote their academic achievement, social competency, pre-occupational adequacy and other personal development within the total school community.

The philosophy of the School Board of Hillsborough County states that it will make every effort to provide for exceptional children who differ from the average to such a degree in physical or psychological characteristics that school programs designed for the majority of children do not afford them opportunity for all-round adjustment and optimum progress, and who therefore need either special instruction or in some cases special ancillary services, or both, to achieve at a level commensurate with their respective abilities.

BEST COPY AVAILABLE

CONTENTS

Program No.	Program Department
3000	Exceptional Child Education Department
3001	Exceptional Child Education Office
3002	Educable Mentally Handicapped
3003	Trainable Mentally Handicapped
3004	Speech and Language
3005	Specific Learning Disabilities
3006	Emotionally Disturbed
3007	Socially Maladjusted
3008	Gifted
3009	Hearing Impaired/Deaf
3010	Blind and Partially Sighted
3011	Physically Handicapped
3012	Homebound and Hospitalized
3013	Multiple Handicapped - Deaf/Blind
3014	Hearing Impaired/Multi-Method
3015	Admissions/Special Services
3016	Hard of Hearing

Each department describes its criteria of participation and procedural provisions.

BEST COPY AVAILABLE

STAFFING COMMITTEES AND PROCEDURES

General Statement

"It is necessary to reiterate a statement regarding the enrollment of exceptional children that move into (a) school's attendance area. These children are to be enrolled and records sent for -- make referral to the School Social Work Department and notify the Exceptional Child Department of the Child's enrollment. Child's records will be evaluated to see if child meets (the) established criteria for placement, and if so, placement (if available) will be offered."

"In extreme cases, if there's some doubt about enrolling a particular child, contact the Director of Exceptional Child Education. (Administrative Bulletin, No. 1, August 7, 1973)."

BEST COPY AVAILABLE

PROCEDURES FOR CASE CONFERENCE COMMITTEE MEETINGS

1974

I. Committee Members

Mrs. Dicksie Mitchell, Director of Pupil Personnel Services, Chairman
Dr. Jack Lamb, Director of Exceptional Child Education
Mrs. Rosina Seigel, Supervisor of Psychological Services
Miss Carol Thackham, Supervisor of School Social Work

Others who have been involved with the pupil or who may serve as a resource may be invited with the prior approval of either director.

II. Purpose

Case Conference Committee considers those situations in which severe or complex physical, mental and emotional problems may necessitate special planning or placement within the school system or exemption from school attendance. It also serves those pupils for whose difficulties other staffing conferences have been unable to determine adequate and satisfactory educational plans. The Case Conference Committee assists through recommending services available within the school system, including cooperative planning and coordination of services by the school, parent and community agencies and suggesting referral to other resources.

III. Meetings

The Case Conference Committee is scheduled to meet on the first and third Monday afternoon of each month at 1:30 o'clock in Conference Room 303 of the Henderson Building.

IV. Agenda

1. Schools, special service personnel and community agencies may request a case be placed on the agenda.

2. A written request form for a case to be placed on the Case Conference Agenda must be in the office of the Director of Pupil Personnel Services by 4:00 p.m. on the second or fourth Monday, a week prior to the Case Conference Meeting. Case material should be attached to the request and should include the intake study, reports of psychological evaluations and medical examination as well as other pertinent data.

3. Cases to be presented by the staff of Exceptional Child Education and Pupil Personnel Services must be approved in advance by the appropriate Director.

4. The agenda, with case material attached, will be distributed to the Case Conference Committee members on Tuesday prior to the Case Conference on the following Monday.

5. The agenda will include a maximum of three cases.

Pupil Personnel Services
January 1974

BEST COPY AVAILABLE

Program 3000 and 3001

PROCEDURES FOR EXCEPTIONAL CHILD EDUCATION
STAFFING MEETINGS

I. Committee Members

John Friend, Supervisor, Exceptional Child Education, Chairman
Mrs. Rosina Seigel, Supervisor of Psychological Services
Miss Carol Thackham, Supervisor School Social Work Services

The person placing the case on the agenda may invite those persons that may have information to present on the case. When inviting personnel from Exceptional Child Education it should be noted that only department heads or their specifically designated representatives may attend.

II. Purpose

The Exceptional Child Education Staffing Committee serves any child that is being considered for placement, educational planning, and/or informational purposes in the following Exceptional Child Education Programs:

1. Trainable Mentally Handicapped
2. Physically Handicapped
3. Visually Handicapped
4. Hearing Impaired
5. Emotionally Disturbed
6. Socially Maladjusted - Natures' Classroom
7. Specific Learning Disabilities
8. Children that may have multiple handicaps
9. Educable Mentally Handicapped - only after being considered by the Exceptional Child Education Placement Committee.

III. Meeting

The Exceptional Child Education Staffing Committee is scheduled to meet on each Wednesday at 8:45 A.M. in Conference Room 303, Henderson Building.

IV. Agenda

1. School Social Workers, School Psychologists and Exceptional Child Education department heads may request a case to be placed on the agenda.
2. Names to be placed on the agenda must be turned into the designated clerical person in the Exceptional Child Education office prior to 5:00 P.M. on the Friday proceeding the Wednesday the case is to be discussed.
3. Only five cases will be taken each Wednesday with a time space of approximately 30 minutes each - no one person may place more than

BEST COPY AVAILABLE

three cases on the agenda each week. Larger blocks of identical cases may be placed on the agenda only with the prior permission of the Director of Exceptional Child Education or the Chairman of the Staffing Committee.

4. The Chairman will be responsible for bringing any existing Exceptional Child Education case material to the meeting.

BEST COPY AVAILABLE

In-School Staffing

The purpose of an in-school staffing is to develop plans, adjust schedules, request re-evaluations, etc. for students entering, enrolled in, or withdrawing from a special program or regular class in that particular school. Representatives from the Pupil Personnel Services Department and Exceptional Child Education Department are usually in attendance.

If a case warrants further study or there is an indication that a change in school placement may be necessary, the case is referred to the Placement Committee, Exceptional Child Education Staffing Committee, and/or Case Committee.

BEST COPY AVAILABLE

HILLSBOROUGH COUNTY PUBLIC SCHOOLS

EXCEPTIONAL CHILD EDUCATION

PICTURE PERMIT

Dear Parents:

Some phases of our program in Exceptional Child Education will be photographed, video taped and/or filmed for newspaper articles, brochures, television, etc.

We shall grant the use of some of these pictures only when the publicity is in keeping with the policies in our county.

You may be assured we would not permit the taking of a picture that would in any way embarrass the parents or the child.

If you will give your permission to have your child's picture made and used as mentioned above, please sign below and return this slip to your child's teacher.

Sincerely,

SAMPLE

_____
Parent's Signature

_____
Student's Name

_____
School

_____ _____
Grade Date

Revised: 1/1/74

BEST COPY AVAILABLE

HILLSBOROUGH COUNTY PUBLIC SCHOOLS

EXCEPTIONAL CHILD EDUCATION
411 East Henderson Avenue
Tampa, Florida 33602

TO: _____. Principal

_____ School

Placement in an exceptional child class is available for _____.

Please have the parents or guardian complete the enclosed forms.

It is necessary that you make personal contact with the parents on this student's problem prior to their being asked to complete the enclosed forms.

One completed form must be returned to the Office of Exceptional Child Education within ten days. Parents must indicate their agreement or disagreement. Please file remaining form in student's cumulative folder.

If it is not possible to have the forms completed, please return both forms to the Office of Exceptional Child Education.

SAMPLE

DATE _____

BEST COPY AVAILABLE

HILLSBOROUGH COUNTY PUBLIC SCHOOLS

EXCEPTIONAL CHILD EDUCATION
411 East Henderson Avenue
Tampa, Florida 33602

We, the undersigned parents or guardians of _____

☐ agree (a box must be checked)

☐ do not agree

to placement of our child in the Exceptional Child Education class at

_____.

SAMPLE

If you have any questions regarding this offer of placement, please contact the Exceptional Child Education office, phone number 223-5331.

These forms must be returned within ten days or offer of immediate placement will be withdrawn and child's name will be placed on a pending list.

_____ _____
Principal's Signature

_____ _____
School Parent's or Guardian's Signature

_____ _____
Date Date

cc: ECE File
School File

BEST COPY AVAILABLE

HILLSBOROUGH COUNTY PUBLIC SCHOOLS

INTER-OFFICE COMMUNICATION DATE

TO:

FROM: Dr. Jack R. Lamb, Director, Exceptional Child Education

SUBJECT:

_____ Returning _____ copies of case summary to you.

_____ Has been placed on pending list for later assignment. Principal to notify present classroom teacher.

_____ Placement will be available:

Where: Type of Class:

When:

SAMPLE

_____ Parent should contact _____ in order to make bus transportation arrangements.

_____ Principal should contact the parents concerning this placement.

Please contact this office if parents cannot accept this placement.

5/3/72

Program 3002

EDUCABLE MENTALLY HANDICAPPED

BEST COPY AVAILABLE

I. Criteria for Participation

A. Children suspected of primary intellectual deficits must meet the following criteria to be considered for placement in the EMH program:

1. A score of two or more standard deviations below mean on a standardized test of intellectual ability (m = 100; s.d. = 15) administered by a qualified psychologist;

2. Academic performance congruent with obtained estimate of intellectual ability;

3. A determination that retarded academic performance is related primarily with intellectual deficit and not with physical, behavioral or social problems
   a. auditory and visual screening must be provided
   b. information related to behavior and adjustment must be obtained (Yeshiva Adaptive Behavior Scale being revised to meet our needs)

4. C.A. 7 to 21 years.

Individual needs and differences are taken into consideration. Group tests and teacher evaluations must be on the referral. In most instances, a child will have the opportunity to attend the primary program before placement with an E.M.H. class. The only exception is if a child has been in an established Kindergarten program. The program is permissive and parents must sign acceptance letter. Each child is staffed in the Spring to determine the placement for the next year.

B. Observation and Evaluation Center - Program for Mentally Handicapped.

A child must be between 7 and 11 years of age. Psychological test results must fall in the E.M.H/T.M.H. range. After review by the placement committee if some doubts remain as to the correct educational placement, an intensive observation and evaluation of the child will be offered for 6-8 weeks. A prescription and performance-based individual objectives will be written for each child. Prior to re-assignment, the receiving teacher will observe the child in the Center.

II. Procedural Provisions

A. Screening--Referred by teacher and/or guidance counselor. Prefer children to have the opportunity to participate in a primary program or to have attended a structured kindergarten before being considered. Do not presently place children under seven in an EMH class. Children participate in a county-wide testing program--those

BEST COPY AVAILABLE

receiving stanines of 1 or 2 are referred by teacher on a comprehensive referral form to Psychological Services. County-wide testing is done in the early fall each year.

B. Referral--Enrolled children--classroom teacher and/or guidance counselor prepares referral for individual psychological evaluation which is signed by school principal--referral forwarded to Psychological Services. School social workers are involved in referral procedure on complex cases.

C. Identification--Social worker gathers medical records and a psychogist evaluates the child or validates reports.

D. Placement--All cases are staffed by members of the Placement Committee-Mentally Handicapped Program. Cases that School Social Workers are involved in may go to Exceptional Child Staffing Committee and/or Case Conference.

E. Dismissal--Teachers or parents may request re-evaluation after consultation with Resource teacher. In-school staffings are held to discuss dismissal of child. Parents may withdraw children at their discretion. Supervisor follows recommendations of the group.

A diploma is issued to E.M.H. students at the completion of the program. This will be issued at the school's graduation ceremony with the other students.

III. E.M.H. Temporary Placement Procedures (30 School Day Limit)

A. If a student from an out-of-county location enrolls in a school and presents some evidence (documents) of having been in an Educable Mentally Handicapped program a principal should:

1. Enroll the student.
2. Forward a copy of what ever documentation that is available on the previous out-of-county placement to the Exceptional Child Education office, including a copy of the dated request for records from the previous school.
3. Immediately send a request to the student's last out-of-county school for detailed records.

B. The documentation mentioned in 2 above will be presented to the Supervisor of Psychological Services to determine if these are sufficient to offer a Temporary EMH Placement. If a Temporary Placement is approved by the Exceptional Child Education Placement Committee and if space is available, the Exceptional Child Education office will:

BEST COPY AVAILABLE

1. Forward a parent permission form. (see attached form)
2. Accomplish all the necessary placement forms and forward them to the school when the permission form has been approved. These forms will be stamped Temporary.
3. Prepare an Exceptional Child Education file with the conference sheet marked Temporary Placement.
4. Prepare an E.M.H. file card for the Placement Clerk. This card will be blue and will be replaced by a white card when the placement becomes regular.

C. When the official records are received from the students last place of enrollment they should be forwarded to the Supervisor of Psychological Services for evaluation. The Exceptional Child Education office upon receiving these evaluated records from Psychological Services will either offer regular placement or terminate the temporary placement with explanations.

D. If Temporary Placement is approved but space is not available the student will be put on the E.M.H. pending list.

E. If within 20 school days the school does not receive these official records, a referral form for psychological services will be forwarded to the Supervisor of Psychological Services along with a dated copy of the request for the out-of-county records. Here again the Exceptional Child Education office upon receipt of the psychological tests results will offer regular placement or terminate the temporary placement with explanation.

HILLSBOROUGH COUNTY PUBLIC SCHOOLS
Exceptional Child Education
Programs for Mentally Handicapped

BEST COPY AVAILABLE

Observation and Evaluation Center

In School Staffing

Name_____ Date_____

Birthdate:_____

Assigned Date_____

Re-Assignment Date_____ Active SSW_____

Problem Areas_____

Recommendations:_____

SAMPLE

BEST COPY AVAILABLE

HILLSBOROUGH COUNTY PUBLIC SCHOOLS
Exceptional Child Education
Programs for Mentally Handicapped

ECE #_____

PPS #_____

IN-SCHOOL STAFFING SUMMARY SHEET

NAME:_____ DATE OF STAFFING_____

BIRTHDATE:_____ SCHOOL:_____

GRADE:_____

SOCIAL WORKER:_____

Personnel Present:

Reason for Referral:

Problem areas noted:

SAMPLE

Recommendations:

BEST COPY AVAILABLE

Program 3003

TRAINABLE MENTALLY HANDICAPPED

I. Criteria for Participation

Children suspected of primary intellectual deficit must meet the following criteria to be considered for placement in the TMH program:

A. A score of three or more standard deviations below mean on a standardized test of intellectual ability (m = 100; s.d. = 15) administered by a qualified psychologist;

B. An academic performance congruent with obtained estimate of intellectual ability;

C. A determination that retarded academic performance is related primarily with intellectual deficit and not with physical, behavioral or social problems
   1. auditory and visual screening must be provided
   2. information related to behavior and adjustment must be obtained (Yeshiva Adaptive Behavior Scale being revised to meet our needs)
   3. complete intake study completed by the School Social Worker
   4. the ability to be toilet trained

D. Approximately one fourth to one half of normal I.Q. Score (30-55). C.A. 7-18 years.

A child's individual needs and differences are taken into consideration and recommendations are discussed at the Exceptional Child Staffing and/or Case Conference. Individual examination by a school psychologist and an intake study by a School Social Worker is executed. Children are re-evaluated approximately every three years or upon requests by staff or parents, and approval of said request by resource staff.

II. Procedural Provisions

A. Screening--Anyone referred who will be 7 by September or will have a year with the program before the 18th birthday. Pre-school children are screened during the spring and summer. Screening is scheduled by Supervisor, Programs for Mentally Handicapped: A battery of tests are administered by a psychologist.

B. Referral--Agencies, parents, and school personnel.

C. Identification--An evaluation of child by a school psychologist and Intake Study developed by School Social Worker.

D. Placement--Placement is made by the Director of Exceptional Child Education on the recommendation of the Staffing Committee, or the Case Conference Committee.

BEST COPY AVAILABLE

E. Dismissal--Children are dismissed at the present time upon completion of the school year in which they are 18--referred to the Department of Vocational Rehabilitation and MacDonald Sheltered Workshop--Any of the TMH Centers, parents, or agencies may request a re-evaluation of children for consideration of another placement or dismissal. Children receive a certificate of completion at the end of the program.

III. T.M.H. Placement Procedures

A. Psychologist refers any cases falling within the Trainable Mentally Handicapped range to the Supervisor of School Social Work.

B. Social Worker develops an Intake Study.

C. Social Worker brings the child to an ECE Staffing.

D. Recommendations of the Staffing are forwarded to the Supervisor of Programs for the Mentally Handicapped.

E. Exceptional Child Education folder is made, Exceptional Child Education file card is made for the pending file.

F. Exceptional Child Education pending file card filed by date.

G. When an opening is available Placement Clerk will forward the assignment papers:

1 copy to place of assignment
1 copy to School Social Worker
1 copy to Director of Pupil Personnel Services, attention: Supervisor of School Social Work
1 copy to child's folder

H. The Placement Clerk will also forward to the School Social Worker the parent permission form.

I. The School Social Worker will return the signed parent permission form to the Exceptional Child Education office along with two copies of the short case summary, one for the Exceptional Child Education folder and one for the school or placement of assignment.

J. If the parents refuse a voluntary placement, the School Social Worker will return the assignment sheet and parent permission form to the Placement Clerk and bring the child to a Case Conference.

BEST COPY AVAILABLE

Program 3004

SPEECH AND LANGUAGE PROGRAM

I. Criteria for Participation

A student's speech is considered impaired when it is unintelligible, conspicious, unpleasant, or has caused the student's educational achievement to be adversely affected. Appropriate programs are available for those students, Kindergarten through twelve, regular and special education, who have been diagnosed as having a speech impairment by a speech therapist and has parental permission to be enrolled in the program.

An early intervention program of speech and language improvement is available through inservice training for early childhood, Headstart, first level teachers, and parents by speech and language resource therapists. Workshops are scheduled throughout the year in general areas.

II. Procedural Provisions

A. Screening--A Primary III/6th Grade speech screening is conducted the first month of each school year in all Hillsborough County Public Elementary Schools. A short form of the Photo Articulation Test (PAT) is used for screening of articulation and provides observation for voice rhythm, pitch, and language. 100% accuracy is expected at this age level on phoneme production.

B. Referrals--Referrals are made directly to the speech therapist on the elementary level. Referrals are accepted throughout the year from classroom teachers, principals, parents, physicians, community agencies, etc.

Referrals are made to the counselors in the junior and senior high schools by teachers, principals, related school personnel, community agencies, and parents.

C. Identification--Further identification of speech and language problems are defined by means of several of the appropriate tests, which may include but not restricted to:

1. McDonald Deep Test of Articulation
2. Van Riper Predictive Test of Articulation
3. Goldman Fristoe Test of Articulation and Auditory Discrimination
4. Peabody Picture Vocabulary Test
5. Illinois Test of Psycholinguistic Abilities
6. Templin-Darley Test of Articulation
7. Pure Tone Audiometric Test
8. Oral and Visual Examination

BEST COPY AVAILABLE

D. Placement--Speech therapists schedule students for group or individual therapy with regard to severity of problem, chronological age, maturation or readiness, and prognosis.

E. Dismissal--Dismissal from the program is based on correction, maximum improvement, or students inability to benefit from program.

BEST COPY AVAILABLE

HILLSBOROUGH COUNTY PUBLIC SCHOOLS
Exceptional Child Education

HEARING THERAPY REFERRAL

Jack R. Lamb
Director

Raymond O. Shelton
Superintendent

SAMPLE

Child's Name _____ School _____

Speech Therapist _____

Nature of Hearing Loss _____

Does Child Wear An Aid? _____

_____ Teacher needs assistance in understanding child's problem and how to deal with

_____ Therapist wants suggestions in meeting child's language needs.

_____ Child can function in a regular classroom but needs tutoring in order to keep up with his class.

_____ Child does not seem to be able to function in a regular classroom due to his hearing loss.

BEST COPY AVAILABLE

EXCEPTIONAL CHILD EDUCATION
411 East Henderson Avenue
Tampa, Florida 33602

Jack R. Lamb
Director

Raymond O. Shelton
Superintendent

SPEECH AND HEARING REFERRAL

CHILD'S NAME _____ AGE _____ BIRTHDATE _____

ADDRESS _____ TELEPHONE _____

PARENT'S NAME _____

SCHOOL _____ GRADE _____

TEACHER _____

NATURE OF SPEECH PROBLEM _____

_____

DESCRIBE ANY OTHER PERTINENT FACTORS _____

_____

SAMPLE

SPT-4

BEST COPY AVAILABLE

HILLSBOROUGH COUNTY PUBLIC SCHOOLS

Exceptional Child Education

REQUEST FOR LANGUAGE AND SPEECH IMPROVEMENT SERVICES

SAMPLE

TEACHER_____GRADE_____DATE_____

SCHOOL_____SPEECH THERAPIST_____

REQUEST FOR: _____Handbook

_____Materials

Consultive Services: _____(1) speech improvement

_____(2) language patterns

COMMENTS: _____

_____

_____

PLEASE RETURN TO SCHOOL'S SPEECH THERAPIST

BEST COPY AVAILABLE

HILLSBOROUGH COUNTY PUBLIC SCHOOLS
Exceptional Child Education
Speech and Hearing Department
411 East Henderson Avenue
Tampa, Florida 33602

Jack R. Lamb
Director

Raymond O. Shelton
Superintendent

Dear Parents:

As a part of the regular school program, Hillsborough County Schools provide the services of a speech and hearing therapist. There is no charge for this service.

The purpose of this service is to offer adequate speech instruction to all children.

It is felt that your child will profit from this help. In order that we may be advised of your wishes in this matter, it is necessary that you fill in the blank below and return it this week to your child's teacher. This must be returned to the speech therapist before your child is enrolled in therapy.

Cordially yours,

SAMPLE

_____
Principal

_____
Therapist

- -

Detach here and return this portion of the sheet to the school

School _____

I do wish to have _____
Child's Name

I do not wish to have _____
Child's Name

enrolled in Speech Class.

_____
Parent's Signature

Note to Classroom Teacher: When child returns this form, would you please see that the speech therapist receives it.

SPT-9a

HILLSBOROUGH COUNTY PUBLIC SCHOOLS
Exceptional Child Education
Speech and Hearing Department
411 East Henderson Avenue
Tampa, Florida 33602

BEST COPY AVAILABLE

Jack R. Lamb
Director

Raymond O. Shelton
Superintendent

Date _____

Dear Parents:

The speech therapist has recommended that _____ be included in a Speech Therapy class which meets on _____ at _____ School.

QUESTIONS

1. What is speech therapy?
Speech therapy is a service provided by trained speech and hearing therapists for the Hillsborough County Public School System designed to help students with speech difficulties.

2. How are students selected for speech class?
At the beginning of the school year all third graders, previous speech cases, and all students new to the county are tested by the speech therapist to determine if the child has a speech difficulty. Students referred by their teachers are also tested.

3. Will my child outgrow his speech problem?
A child may improve his speech to a degree without special help. However, work in a speech therapy class will help him progress farther and more rapidly in overcoming his difficulty. Some children may never be able to overcome their difficulty without professional help.

4. What can the parent do at home to help the child with his speech?
Encourage the student to practice any assignments the therapist suggests. Try to give the child opportunities to use good speech in situations that are calm and without undue stress.

5. Will my child be self-conscious when he leaves the room for speech therapy?
Most children enjoy coming to speech therapy. They enjoy the speech exercises and activities that are part of therapy. Speech therapy is a part of the total educational program.

6. How will I be informed as to the progress of my child's speech?
You are welcome to visit the speech therapy class. Conferences may be arranged whenever necessary or advisable. The speech therapist will let you know by conference or written report as to the progress your child is making in speech.

Sincerely,

_____
Principal

_____
Speech Therapist

SPT-9

BEST COPY AVAILABLE

Program 3005

SPECIFIC LEARNING DISABILITIES

I. Criteria for Participation

Potential for average or above intellectual functioning is determined by individual examination. K-7 grade is served with major emphasis in the elementary program. Included are children who are achieving more than one year below grade placement in the ability to listen, think, read, write, spell, or do mathematical calculations due to such disorders as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia or developmental aphasia. This term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, emotional disturbance, or environmental disadvantage.

II. Procedural Provisions

A. Screening

1. In the fall, elementary classroom teachers observe and rate pupils on a 0-5 scale for SLD behaviors using the Identification Guidelines for Specific Learning Disabilities. Other personnel such as the school social worker, psychologist, speech therapist, nurse or special area teacher working with a child with a suspected learning disability may request screening but should do so in conjunction with the regular classroom teacher.

2. The SLD teacher determines potential for average intellectual functioning and then utilizes an informal group inventory designed for Hillsborough County to assess the child for gross disabilities. This is followed by the group screening instrument - the Slingerland Screening Tests for Identifying Children with Specific Language Disability.

3. Behavioral and group diagnostic data are evaluated by the SLD teacher and the SLD county-wide resource teachers. The SLD Supervisor is available for in-school eligibility staffing upon request.

B. Referral

The classroom teacher may initiate a referral through the principal to the SLD teacher for any child who has been screened and found to have a suspected disability in conjunction with normal intellectual potential.

C. Identification

1. The SLD teacher defines each child's strengths and weaknesses for learning and prepares a psychoeducational profile.

BEST COPY AVAILABLE

2. A comprehensive yet cost effective diagnosis is provided by utilizing a variety of available instruments depending on each child's integrities for learning as determined during screening. Commonly used instruments include, Bender, Wepman, Frostig, ITPA, Detroit, Silvarole, Key Math, and informal assessments.

D. Placement

1. Psychoeducation, behavioral, and social data are gathered and evaluated at an in-school staffing to determine educational planning and treatment.

2. An integrated program is devised along the parameters of prerequisite learning skills, tool subjects, social behaviors and adjustment.

3. A parent conference is held to explain the child's program and to include the family in the remediation strategy.

4. Children retain placement in the regular classroom and are scheduled for individual and/or small-group instruction with the SLD teacher after obtaining parental permission. The length of time spent in the program and the degree of intervention is therefore contingent upon the severity and multiplicity of the disability.

5. Children with specific learning disabilities requiring more extensive intervention than is available within their school setting will be referred to ECE Staffing. If recommended, children will receive an additional two half-days per week in the SLD Center located at Tampa Bay Boulevard Elementary School. A maximum caseload of twenty children may be served at the SLD Centers.

E. Dismissal

1. When the child has been provided with the necessary remediational or circumventive skills required to learn in the regular classroom, he is then staffed out of the SLD program.

2. The SLD teacher provides consultive service during the transition period.

BEST COPY AVAILABLE

HILLSBOROUGH COUNTY PUBLIC SCHOOL
Exceptional Child Education
Program for Specific Learning Disabilities
411 East Henderson Avenue
Tampa, Florida 33602

Jack R. Lamb
Director

Raymond O. Shelton
Superintendent

Date_____

Dear Parent:

_____will continue to receive service in a small group training program to improve learning. These groups will meet twice a week and are part of the school program.

This service will be extended to your child as long as it is beneficial. If you desire a parent conference, a mutually convenient time can be arranged.

Sincerely,

SAMPLE

_____
Specific Learning Disability Teacher

_____
School

_____
Principal's Signature

HILLSBOROUGH COUNTY PUBLIC SCHOOLS
Exceptional Child Education
Program for Specific Learning Disabilities
411 East Henderson Avenue
Tampa, Florida 33602

BEST COPY AVAILABLE

We, the undersigned parents or guardians of _____

☐ agree

(Please check one box only)

☐ do not agree

to service for our child by the Specific Learning Disabilities program. Small groups for improving learning meet twice a week and are part of the school program.

If you desire a parent conference, a mutually convenient time can be arranged.

Please check the appropriate box and return these signed forms within ten days or offer of service will be withdrawn.

_____ _____
Principal's Signature School

_____ _____
S.L.D. Teacher's Signature Date

_____
Parent's or Guardian's Signature

SAMPLE

cc: ECE File
School File

Confidential
NOT TO BE
DUPLICATED

HILLSBOROUGH COUNTY PUBLIC SCHOOLS
Exceptional Child Education
Program for Learning Disabilities
Request for Services

BEST COPY AVAILABLE

Name_____ Student Number_____ Grade_____ Grades Retained_____

School_____ Teacher_____

Address_____ Phone_____ Birthdate_____

Parents_____ Brothers (ages)_____ Sisters (ages)_____

Reason for request_____

Attendance: Total days absent to date_____ Last year_____

Date of most recent evaluation for: Speech_____ Vision_____ Hearing_____
Comment:_____

Significant Medical History_____
_____ Present Medication:_____

Has the pupil's problem been discussed with the parents?_____

Has this pupil been receiving help from the following: (indicate date)
Psychologist_____ Social Worker_____ Counselor_____ Speech Therapist_____
Comment:_____

Record recent group test results for ability and achievement.

Date	Grade	Test	Lang.	Non-Lang	Total	Date	Grade	Test	Read.	Arith.	Lang.

Note individual test results: (WISC, Binet, Slosson, Other)

Date	Test	Results	Date	Test	Results

Estimated reading grade level_____ Describe:_____

Estimated arithmetic grade level_____ Describe_____

Describe writing ability_____

Describe oral language ability_____

Describe attitude toward school, work, peers, authority figures_____

Describe areas of strength this child exhibits._____

Signature of Principal_____ Signature of Teacher_____ Date_____

SAMPLE

BEST COPY AVAILABLE

Confidential
NOT TO BE
DUPLICATED

HILLSBOROUGH COUNTY PUBLIC SCHOOLS
Exceptional Child Education
Program for Learning Disabilities

NAME_____ GRADE_____ DATE OF BIRTH_____

The following identification guidelines are for analyzing symptom complexes and facilitating appropriate management and educational procedures for the learning disabled child. Rate each characteristic with a 0-5 scale in terms of increasingly observed behavior with 1 indicating behavior exhibited to a slight degree through 5 indicating behavior exhibited to a very large degree. Remember that appropriate behavior varies with chronological age. If only part of the statement is applicable, underline the specific characteristic that applies to the child.

_____Significant discrepancy between ability and achievement.
_____Difficulty with activities involving rhythm.
_____Difficulty judging size, shape, or distance.
_____General awkwardness. Poor balance.
_____Difficulty with tasks requiring fine coordination.
_____Confuses left and right body parts.
_____Reverses letters or words when reading.
_____Reverses letters, words or numbers when writing.
_____Confuses letters, words or numbers that look alike.
_____Confuses letters, words or numbers that sound alike.
_____Omits letters or words when reading or writing.
_____Difficulty recognizing familiar words in unfamiliar context.
_____Drawings are immature. Lacks organization and detail.
_____Difficulty remembering ideas, facts or rules.
_____Difficulty learning facts such as his address or phone number.
_____Difficulty learning a series such as the alphabet.
_____Forgets almost immediately what he has seen or heard.
_____Confused by oral directions. Difficulty following directions.
_____Difficulty with concepts involving time.
_____Achieves high in some areas and low in others.
_____Poor printing or writing. Difficulty copying from the board.
_____Arithmetic more than one grade level below grade placement.
_____Reading more than one grade level below grade placement.
_____Difficulty learning sight words. Lacks good attack skills.
_____Does not comprehend the significance of what he reads.
_____Spelling more than one grade level below grade placement.
_____Thinks slowly. Delayed response to questions or commands.
_____Poor abstract reasoning ability.
_____Performs inconsistently from day to day or hour to hour.
_____Short attention span. Difficulty concentrating.
_____Impulsive. Responds without considering consequences.
_____Distracted by minor sights or sounds. Notices everything.
_____Difficulty focusing on center of attention.
_____Repeats a task or movement when it is no longer appropriate.
_____Hyperactive. Excessive motor activity.
_____Low tolerance for frustration. Gives up easily.
_____Poor judgment in social and interpersonal relations.
_____Poor adjustment to change of routine.
_____Sudden unexplainable shifts from one emotion to another.
_____One eye occasionally turns in or out.
_____Speech irregularities. Distorts or omits sounds.
_____Easily fatigued by mental exertion.

_____ _____ 31 _____
Signature of Teacher Date

SAMPLE

HILLSBOROUGH COUNTY PUBLIC SCHOOLS
Exceptional Child Education
Program for Specific Learning Disabilities
411 East Henderson Avenue
Tampa, Florida 33602

BEST COPY AVAILABLE

Jack R. Lamb
Director

Raymond O. Shelton
Superintendent

Date_____

Dear Parent:

Due to current progress, _____ will no longer require service from the Specific Learning Disabilities Program.

Thank-you for your cooperation. Should a final parent conference be desired, a mutually convenient time can be arranged.

Sincerely,

SAMPLE

_____
Specific Learning Disability Teacher

_____
School

_____
Principal's Signature

BEST COPY AVAILABLE

Program 3006

EMOTIONALLY DISTURBED

I. Itinerant Resource Teachers

A. Criteria for Participation

The student must be in grades K-12; a legally enrolled student in the school served; have an average or above average I.Q., or the potential for such; be diagnosed by a psychological and/or psychiatric evaluation as emotionally disturbed requiring more than full-time regular class programming and less than full-time special class assistance.

B. Procedural provisions

1. Referral--Referral occurs by the principal submitting a regular Pupil Personnel Services Referral Form (#345) requesting student evaluation. If psychological evaluation indicates emotional disturbance, a referral to the Program for the Emotionally Disturbed is completed by the teacher, signed by the principal and returned to the Itinerant Resource Teacher assigned to that school.

2. Placement--The Itinerant Resource Teacher works with identified emotionally disturbed students on a scheduled basis and in conjunction with the classroom teacher(s) on academic/social/emotional behaviors.

3. Dismissal--Observable progress in modifying or eliminating the entering behaviors is the major indicator of readiness to return to full time regular class programming. Students are considered as having reached maximum benefit of the program when they can be maintained in a regular class program with less than 10% incidence of the entering behavior as noted by classroom and IRT.

II. Resource Rooms (Elementary)

A. Criteria for Participation

The student must be between 5-13 years of age; a legally enrolled student of the particular school served (may not transfer into that school to receive this service); have an average or above I.Q., or the potential for such; be diagnosed by a psychological and/or psychiatric evaluation as emotionally disturbed requiring more than full-time regular class programming and less than full-time special class assistance.

B. Procedural Provisions

BEST COPY AVAILABLE

1. Referral--Each school's Screening Committee will review all referrals. If recommendation for Resource Room Evaluation is made by the committee, it will be indicated on the top of the referral and returned to the Department of Pupil Personnel Services. The Principal's signature must appear on the completed referral form.

2. Identification--The social worker gathers case study data from the home, school and community. The resource room teacher reads child's school records, observes in the classroom, confers with teachers, and works with the child individually, i.e., Slosson Test, Frostig, Winter Haven, and any other general paper-pencil and verbal testing appropriate to assess the child's needs. The school psychologist is also scheduled to evaluate the child. Psychological evaluations performed by other than school personnel are accepted when approved by Supervisor of Psychological Services.

3. Placement--After evaluation, the Resource Team, i.e. Social Worker, Resource Room Teacher, Principal, Psychologist, and invited personnel (Classroom teacher, nurse, etc.) meet in weekly staffing meetings to finalize the candidacy of each child referred and to establish the plan of action. Periodic staffings are scheduled to note progress, recommend continuation of program, etc.

4. Dismissal--The Resource Team determine in staffing meetings on the basis of the child's progress whether he is able to return to regular class full time without Resource Room Services.

III. Mendez Day Care Center

A. Criteria for Participation

The student must be between 6-12 years of age; a resident of Hillsborough County (or county of residence agrees to pay out-of-county tuition to local board); have an average intellectual potential; the potential to profit from therapy and academic instruction within 9 to 18 months; the ability to develop meaningful relationships; the willingness of the parents to also become involved in therapy and/or counseling; be able to pay fee to the Hillsborough Community Mental Health Center for therapy based on their ability-to-pay scale; have reliable transportation provided to and from the center or bus pick-up points; be evaluated by psychological and/or psychiatric evaluation as emotionally disturbed requiring not less than full-time special class programming and therapeutic involvement.

B. Procedural Provisions

1. Referral

BEST COPY AVAILABLE

a. Persons who may refer:

1. Staff of the Hillsborough Community Mental Health Center, Inc.
2. Staff of the Departments of Exceptional Child Education and Pupil Personnel Services of the Hillsborough County Public Schools.

3. Private Psychiatrists, Psychologists, Administrators of Non-Public Schools and Community social agencies.

b. Method of Referral

1. Letters of referral are sent to the Director, Charles E. Mendez Day Care Center, 5707 N. 22nd Street, Tampa, Florida 33610.
2. The letter of referral should include a brief written
2. summary of pertinent information relating to the child with all available evaluation data attached.
   a. Persons submitting referrals from the school system should send a copy directly to E.C.E.

2. Placement--The Admissions Committee offers placement on a 9-18 months basis to those students meeting the above criteria:.

3. Dismissal--The Mendez Center Staff (includes teachers) meet on a regular basis to determine students readiness to return to regular schools.

IV. Bay Child Center (Residential)

A. Criteria for Participation

The student must be between 7-13 years of age; a resident of Hillsborough County (or county of residence agrees to pay out-of-county tuition to local board); have an average intellectual potential; the potential to profit from therapy and academic instruction; the ability to develop meaningful relationships; the willingness of parents to become involved in therapy/counseling; be able to profit and make progress within 6 months; have a home or other placement to return to upon dismissal; the ability of parents to pay fee for evaluation and therapy as established by the Division of Children's Services; be diagnosed by psychological and/or psychiatric evaluation as emotionally disturbed requiring not less than full-time special class programming and residential care.

B. Procedural Provisions

BEST COPY AVAILABLE

1. Referral

   a. Persons who may refer:

      1. Staff of the Hillsborough Community Mental Health Center, Inc.
      2. Staff of the Department of Exceptional Child Education and Pupil Personnel Services of the Hillsborough County Public Schools.
      3. Private Psychiatrists, Psychologists, Administrators of Non-Public schools and all Community Social Agencies.

   b. Method of Referral

      1. Letters of referral are sent to the Bay Child Center Resident Administrator, 2905 E. Henry Avenue, Tampa, Florida 33610.
      2. The letter of referral should include a brief written summary of pertinent information relating to the child and the disabling condition, Psychiatric or Psychological Evaluation and Social Case Worker summaries. The Medical Director will determine if an evaluation by him is necessary.
         a. Persons submitting referrals from the school system should send a copy directly to E.C.E.

2. Placement--The Admissions Committee offers placement on a 6 months basis to those students meeting the above criteria.

3. Dismissal--The Bay Child staff (includes teacher) meet on a regular basis to determine readiness to return to regular schools.

V. Hospital Centers - Psychiatric Wards

A. Criteria for Participation

The student must be enrolled in a K-12 program at the time of admission; be admitted by attending physician to the psychiatric ward for a serious emotional disorder; have a physician's authorization form to participate in an instructional program; have the authorization of the ECE Director to participate; have release of information and permission of the parent to participate. A student's expected length of stay must be 4 weeks (20 school days) or longer to qualify for admission to a hospital school program.

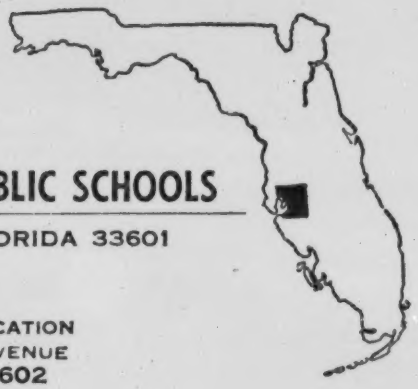
B. Procedural provisions

1. Referral--Must be recommended by the examining physician and authorized by the Director of Exceptional Child Education.

BEST COPY AVAILABLE

2. Dismissal--is based upon psychiatric readiness to return home or to another agency or institution as determined by the physician and the hospital team which includes the educational staff.

BEST COPY AVAILABLE



HILLSBOROUGH COUNTY PUBLIC SCHOOLS

P. O. BOX 3408 TAMPA, FLORIDA 33601
DEPARTMENT
OF
EXCEPTIONAL CHILD EDUCATION
411 EAST HENDERSON AVENUE
TAMPA, FLORIDA 33602

SCHOOL BOARD
MRS. CECILE ESSRIG, CHAIRMAN
BEN H. HILL, VICE-CHAIRMAN
BOB BONDI
MRS. PAT FRANK
DON C. KILGORE
ROLAND H. LEWIS
HUGO SCHMIDT

SUPERINTENDENT OF SCHOOLS
RAYMOND O. SHELTON

JACK R. LAMB
DIRECTOR

TO: Parent or Guardian

A Hospital Program of Scholastic Rehabilitation is being considered for your child while he/she is unable to attend a local school. This program will enable the child to either keep up with assigned studies or to have remedial work depending on the need. This service is provided by the Exceptional Child Education Department of the Hillsborough County Board of Public Instruction.

In order for your child to be enrolled in the program it is necessary for the parent or guardian to:

1. Sign the release of information form at the bottom of this page.
2. Fill out and sign the enrollment record attached to this sheet.

SAMPLE

Both places requiring your signature have been marked for your convenience. Both forms should be returned to the Exceptional Child Education, 411 East Henderson Avenue, Attention: Joanne F. Rocco, as early as possible in order to begin service for the child.

PARENT OR GUARDIAN AUTHORIZATION TO RELEASE INFORMATION

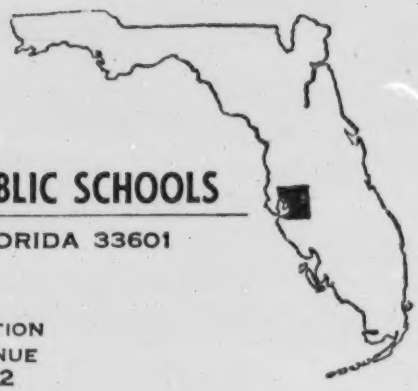
I do hereby authorize the release of information concerning _____ _____ to/from the Exceptional Child Education Department and Pupil Personnel Services, Hillsborough County Public Schools, Tampa, Florida. I understand that this information will be kept confidential.

_____ X
Parent or Guardian

_____
Date

Form #2
Hospital

BEST COPY AVAILABLE



HILLSBOROUGH COUNTY PUBLIC SCHOOLS

P. O. BOX 3408 TAMPA, FLORIDA 33601
DEPARTMENT
OF
EXCEPTIONAL CHILD EDUCATION
411 EAST HENDERSON AVENUE
TAMPA, FLORIDA 33602

SCHOOL BOARD
MRS. CECILE ESSRIG, CHAIRMAN
BEN H. HILL, VICE-CHAIRMAN
BOB BONDI
MRS. PAT FRANK
DON C. KILGORE
ROLAND H. LEWIS
HUGO SCHMIDT

SUPERINTENDENT OF SCHOOLS
RAYMOND O. SHELTON

JACK R. LAMB
DIRECTOR

_____
(date)

PROGRAM FOR THE EMOTIONALLY DISTURBED

RE: _____
(student's name)

Dear

SAMPLE

Your child's needs have been determined by professional personnel highly trained in the education of children with behavioral and learning disorders. All special school placements for pupils with exceptional needs are expected to be honored for the current school year.

Any change in these special assignments will be determined by the professional staff of the Exceptional Child Department. Their function is to be of service to your child's needs.

Please be assured that your child's best interest is our goal at all times. Your child's school placement for school year 19__ - 19__ is _____.

Very sincerely,

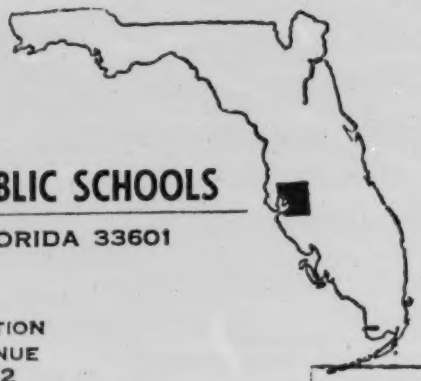
Jack R. Lamb, Ed.D.

JRL/crw

cc: John Heuer, Director of Pupil Admin. Services
E.C.E. File

revised 9/18/73

BEST COPY AVAILABLE



SCHOOL BOARD
MRS. CECILE ESSRIG, CHAIRMAN
BEN H. HILL, VICE-CHAIRMAN
BOB BONDI
MRS. PAT FRANK
DON C. KILGORE
ROLAND H. LEWIS
HUGO SCHMIDT

SUPERINTENDENT OF SCHOOLS
RAYMOND O. SHELTON

JACK R. LAMB
DIRECTOR

HILLSBOROUGH COUNTY PUBLIC SCHOOLS

P. O. BOX 3408 TAMPA, FLORIDA 33601
DEPARTMENT
OF
EXCEPTIONAL CHILD EDUCATION
411 EAST HENDERSON AVENUE
TAMPA, FLORIDA 33602

Authorization

Comments:

TO: Physician, Hospital, or Clinic

A Hospital Program of Scholastic Rehabilitation is available for the child whose name appears below. Your advice and recommendation is necessary in order to determine whether or not the child is able to attend this school program.

Do you recommend a Scholastic Program at this time? YES_____ NO_____

Child's Name: _____ Birthdate: _____

Parent's/Guardian's Name: _____

Address: _____ Phone: _____

Admitting Diagnosis: _____ Degree: _____

Admitting Date to Hospital: _____ Approx. Length of Stay: _____

Any physical activity limitations? _____

Any specific recommendations? _____

_____

Last school attended: _____ Grade Level: _____

_____
(Examining Physician)

_____
(Address)

_____
(Phone)

_____
(Date)

SAMPLE

Form #1

EXCEPTIONAL CHILD EDUCATION

PROGRAM FOR THE EMOTIONALLY DISTURBED

RESOURCE ROOM STAFFING SUMMARY SHEET

E.C.E. #	
P.P.S. #	
Psychological	
(date)	
M F	B W

NAME: _____ INITIAL STAFFING DATE: _____

SCHOOL: _____ END-OF-YEAR STAFFING DATE: _____

D.O.B. _____ GRADE _____ TERMINATING STAFFING DATE: _____

PERSONNEL PRESENT:

Principal:
Psychologist:
Social Worker:
Resource Room Teacher:
Classroom Teacher:
Other:

REASONS FOR REFERRAL:

PROBLEM AREAS NOTED:	RECOMMENDATIONS:

SAMPLE

BEST COPY AVAILABLE

_____ eligible to enroll

☐ services no longer required

_____ (date withdrawn) ☐ transferring to _____ (school)

_____ eligible to continue 19__ - 19__ at _____ Resource Room

_____ not eligible to enroll (state explicit reasons)

cc: Exceptional Child Ed. Files ___ Principal ___
Pupil Personnel Files ___ Resource Room Teacher ___

Itinerant Resource Teacher

Resource Room

HILLSBOROUGH COUNTY PUBLIC SCHOOLS
EXCEPTIONAL CHILD EDUCATION
411 East Henderson Avenue
Tampa, Florida 33602

BEST COPY AVAILABLE

PROGRAM FOR THE EMOTIONALLY DISTURBED

Jack R. Lamb
Director

Raymond O. Shelton
Superintendent

_____
(date)

Dear Parents:

_____ has been referred for educational
(student's name)
evaluation and planning by the _____ at
(Program)
_____.
(School)

Check One

_____ We do accept this service of educational evaluation and planning for our child.

_____ We do not accept this service of educational evaluation and planning for our child.

SAMPLE

Sincerely,

_____
Resource Teacher

_____
Parents' signature

_____
Principal

_____
Street address

_____
City, state, zipcode

*This form must be returned within 10 days.

_____
Telephone #

_____
Date signed

cc: E.C.E. File ___
School File ___

9/17/73

Bay Child Center

Mendez Center

Hospital

HILLSBOROUGH COUNTY PUBLIC SCHOOLS
EXCEPTIONAL CHILD EDUCATION
411 East Henderson Avenue
Tampa, Florida 33602

BEST COPY AVAILABLE

PROGRAM FOR THE EMOTIONALLY DISTURBED

Jack R. Lamb
Director

Raymond O. Shelton
Superintendent

_____
(date)

_____ has been recommended for place-
(student's name)
ment in the Exceptional Child Education program at _____.

We, the undersigned parents or guardians (check one):

_____ accept placement.

_____ do not accept placement.

SAMPLE

_____
Parents' or guardians' signature

_____
Date signed

*This form must be returned within 10 days.

cc: E.C.E. File
School/Center File

9/17/73

BEST COPY AVAILABLE

HILLSBOROUGH COUNTY PUBLIC SCHOOLS
Exceptional Child Education
411 East Henderson Avenue
Tampa, Florida 33602

E.C.E. # _____
S.S.W. # _____
Tested _____

Jack R. Lamb
Director

Raymond O. Shelton
Superintendent

RESOURCE TEACHER SUMMARY

Name _____ Birthdate _____ Phone _____

Parent's Name _____ Address _____

School _____ Grade _____ Teacher _____

Source of referral: _____

Reason for referral: _____

SAMPLE

_____
, Resource Teacher

_____
Date

12/71

BEST COPY AVAILABLE

CONFIDENTIAL:
NOT TO BE
DUPLICATED

HILLSBOROUGH COUNTY PUBLIC SCHOOLS
EXCEPTIONAL CHILD EDUCATION
PROGRAMS FOR THE EMOTIONALLY DISTURBED

OFFICE USE ONLY
E.C.E.# _____
S.S.W.# _____
Tested _____

REFERRAL FOR SERVICES FOR THE EMOTIONALLY DISTURBED

PERSONAL HISTORY

Name _____ Birthdate _____

Address _____ Phone _____

Parents/Guardians _____
(Indicate separated, divorced, deceased, foster, etc.)

1. Total Number Living in Home -- Sisters: ___ older _____ younger other: _____
   Brothers: ___ older _____ younger _____

   Significant Information about Home Environment: _____

2. Health: Difficulty with Speech _____ Vision _____
   Hearing _____ Co-ordination _____
   On Medication _____ Specify _____
   Significant Medical History _____

3. Is this child and/or family known to any of the following agencies:
   Dept. of Public Welfare _____ Family Service _____ Guidance Center _____
   Juvenile Court _____ Other: _____

SCHOOL HISTORY

1. School _____ Grade _____ Teacher _____
   Attendance: good _____ fair _____ poor _____
2. Previous School (s), if any _____
3. Date entered county schools _____
4. Number of Years in School Including Present _____ Years retained _____
5. Date and Scores of Latest Tests:
   C.T.M.M. _____ _____
   M.A.T. _____ _____
   Other _____ _____
6. Has this child ever been seen by the following: (indicate date)
   School Psychologist _____ Speech Therapist _____
   School Social Worker _____ Guidance Counselor _____ Other _____

STATE REASON FOR REFERRAL (be explicit):

Principal's Signature _____

45 Date _____

BEST COPY AVAILABLE

Program 3007

PROGRAMS FOR THE SOCIALLY MALADJUSTED

Criteria for Eligibility for Special Education Programs and Provisions for Screening, Referral, Identification, Placement, and Dismissal of Exceptional Children and Youth.

I. Socially maladjusted youth between the ages of 7 - 17 are placed in the juvenile shelter by Juvenile Court. Facilities are provided by the Board of County Commissioners/Division of Children's Services and are governed by the Board of Visitors. The Division of Children's has a Director to supervise the operation of the juvenile shelter. The School Board of Hillsborough County provides educational programs. The office of Exceptional Child Education, in conjunction with Vocational and Adult Education, provide instructional personnel. The school is classified as an Exceptional Child School and is the responsibility of the Director of Exceptional Child Education and The supervisor of Programs for the Socially Maladjusted. An Evaluation Center has been established at Lake Magdalene Juvenile Home and is staffed through funds obtained under the Omnibus Crime Bill. The goal of this program is to prevent recidivism in delinquent youth through evaluation, planning with schools and community agencies, and subsequent placement in appropriate school programs conducive to the child's needs. Procedures have been established for in-school staffing of youth dismissed from Juvenile Shelter to secure proper placement.

No provision is made for screening, referral, or identification prior to entry into the Juvenile Shelter. Youth are dismissed from the Juvenile Shelter by Juvenile Court.

II. An additional Evaluation Center has been established at Pierce Junior High School to serve this school and its immediate feeder elementary schools. The total program is based on Prevention of Juvenile Delinquency.

A. Screening, Referral, Identification, Placement, and Dismissal Procedures:

The Pierce Evaluation Center serves children varying in age from five years to about fifteen years of age. Every youngster identified for treatment receives a psychological evaluation. The psychological test battery includes any of the following instruments at the discretion of the psychometrist or psychologist in accordance with the individual needs of the child:

Wechsler Intelligence Scale for Children
Stanford Binet Intelligence Scale
McCarthy's Scales of Children's Abilities
Kelly Patterns
Bender Visual Motor Gestalt Test

BEST COPY AVAILABLE

House-Tree-Person
Draw-A-Man
Kinetic Family Drawings
Graham-Kendall Memory for Designs

B. Identification of Children Assigned to Treatment and Control:

The following instruments are used in the identification of elementary school children to be assigned to the treatment and control groups:

1. Teacher Social Rating Scale: This scale is completed by the classroom teacher who is asked to assess the students in terms of aggression and withdrawal. Under each category is listed a number of descriptions of behavior which reflect aggression and withdrawal. The teacher circles the types of behavior which apply to each student. Besides providing identification of potential problems to designate treatment children, the results assist the Pupil Personnel Worker in assessing each child's problems and treatment needs. Every elementary school child referred is rated using this instrument.

2. School Readiness Survey: This test is individually administered to children between the ages of 4 and 6. All first graders in treatment and control are evaluated. Results are reported in terms of three categories - ready for school, borderline readiness, and needs to develop. The Educational Diagnostician and Pupil Personnel Worker administer the test.

Junior High students are selected on the basis of offense reports and randomly assigned to treatment and control.

C. Pre-Post Test Measures:

For purposes of obtaining pre- and post test measures for evaluation of objectives, the instruments utilized are the Devereau Elementary School Behavior Rating Scale, (all elementary children) the School Readiness Survey, (first graders), the Piers-Harris Self Concept Scale, (4th graders, 5th graders, and Jr. High students), the Tennessee Self Concept Scale, (Jr. High students) and the Wide Range Achievement Test, (2nd graders and up). The test results provide valuable information for formulating behavioral objectives, according to the individual needs of each child.

D. Dismissal Procedures

Youth are dismissed from this program only after a thorough re-evaluation of the youth's situation warrants dismissal. The behavior of the youth is then monitored as a precaution against the recurrence of maladaptive behavior. Technically the youth is never dismissed until he or she enters senior high school.

BEST COPY AVAILABLE

E. Children's Home

This component of the programs serving socially maladjusted children also provides consultation and evaluation services to the Children's Home which is located in the western part of Hillsborough County. One teacher position is established at the Children's Home through E.S.E.A. funds to provide a continuing program of education to youth not attending the community schools. This teacher also serves as liaison between the Children's Home and the community schools for purposes of appropriate school placement, parent-teacher conferences, and remedial teaching.

III. A residential program has been established at Nature's Classroom, Hillsborough County's outdoor education facility, for delinquent and delinquent prone youth.

The program at Nature's Classroom is designed to provide youth an educational setting to initiate a new self attitude value system in order to prevent recidivism in delinquent youth. Residential facilities are provided for youth during the school week, and the school calendar determines the days youth will not be in residence. Youth will be transported to Nature's Classroom on the first school day of the week, and returned home on the last school day of the week. There is no maximum time that youth will be in residence in this program. Residence time will be determined by the progress being made by the individual child. Food, personal grooming supplies, instructional materials, etc. will be provided for the youth. Supervision is provided by the school system during the day and the Division of Children's services at night.

A. Screening, Referral, Identification, Placement and Dismissal Procedures:

Screening Procedures: Client of the Division of Youth Services. One Supervisor of Intake has been designated to coordinate the program for the Division of Youth Services in order to insure open communication at all times.

B. Identification Procedures:

1. This student has serious difficulty in reading.

2. This student has serious difficulty in mathematics.

3. Lacks interest in school work or appears to dislike school.

4. Has difficulty relating to his peer group.

5. There is history of absenteeism or truancy.

BEST COPY AVAILABLE

6. Evidence can be presented that all appropriate school programs have been explored to provide the child an opportunity to adjust, but his needs have not been met.

7. Youth has apparent educational abilities not being utilized in the regular school curriculum.

8. Youth with a disruptive home environment who would profit from a stable environment.

9. Youth who has no apparent outside interests or shows ability to spend leisure time effectively.

A psychological evaluation of intelligence and personality appraisal, and an academic evaluation of the youth will be accomplished by Pupil Personnel Service, Pierce or Dorothy Thomas Evaluation Centers, or by a recognized community agency.

C. Referral Procedure:

Code: SSW-School Social Worker
DYS-Division of Youth Services Counselor
NCCC-Nature's Classroom Case Counselor

Responsibility	Procedure
SSW, DYS, Dean, Counselor	1. Initial contact to Janet Babich, NCCC, Tel: 223-5332, ext: 415 or 353
SSW	2. Screening:
SSW	a. Discuss with DYS
SSW	b. Review Pupil Personnel records
SSW, DYS, Principal, Dean, Counselor	c. In-school joint screening
SSW, Principal	d. Complete formal referral
SSW	3. Intake Study
SSW,DYS	a. Arrange Psychological evaluation
SSW, DYS	b. Family Involvement
	c. Authorization for release of information
SSW, Psychologist, DYS Principal, Counselor, Dean	d. In-school staffing
SSW,NCCC, DYS	4. Home Visit:
	a. Medical history
	b. Request for medical exam
SSW/NCCC	5. Case Staffing preparation

SSW, NCCC

6. Case Staffing
7. Placement Planning:
   a. School - entrance date and transportation
   b. Parents
      1) Clothing list
      2) Medical Permit
      3) Placement Permit
      4) Photo Permit

Forms to be completed prior to placement

1. Referral form for Pupil Personnel Services
2. Psychological Evaluation
3. Medical history
4. Release form for Confidential Information
5. Parental Consent
6. Medical Permit for emergency treatment
7. Medical examination - form to be provided by physician or clinic
8. Photo permit
9. Transportation pass

D. Placement Procedures:

Placement will be determined by a Placement Committee involving the Office of Exceptional Child Education, Pupil Personnel Services, Division of Youth Services and other related community agencies.

The placement will be requested by the Division of Youth Services Counselor, School Social Worker, and School Dean through the Supervisor of Programs for The Socially Maladjusted prior to a formal recommendation being made to the presiding Juvenile Court Judge.

Youth are not to be committed to the program. Participation is voluntary on the part of the child and parents, and written parental or guardian approval must be obtained by the Division of Youth Services Counselor or School Social Worker prior to the youth entering the program.

Severly retarded, severely emotionally disturbed or multiple physically handicapped youth can not be considered for the program due to the nature of the program itself. Mental ability will be considered with other factors in determining eligibility for program participation.

The chronological age limits will range between nine (9) to fourteen (14) years of age. The fifteenth (15th) year will not be reached prior to six (6) months upon entry into the program.

A racial balance of maximum 50:50 will be maintained as presently prescribed by county policy for Exceptional Child Education classes with movement toward a population more truly reflective of the total school population. This procedure will insure the participants an opportunity to resolve problems within a racially balanced environment.

A release for medical and dental services will be obtained on each youth, in case of emergency, by the Division of Youth Services Counselor or School Social Worker.

The youth will remain on the parent school's roll for attendance purposes. The Project Case Counselor will be responsible for contacting Schools on a weekly basis for purposes of accounting for attendance.

In case of illness or accident, while participating in the Program, the youth will be transported to the nearest hospital and every attempt will be made to locate the parent or guardian immediately.

The School Social Worker will retain the youth as a client in an open case status for the duration of time the youth is in the program, or leaves the program and transfers to another school area in the county.

In those instances where youth are expelled from the program, or leaves the program before adequate planning for return to school can be accomplished, they will return to the parent school which initiated the referral.

E. Dismissal Procedures:

Youth will be released to parent school and neighborhood only after the Division of Youth Services Counselor, in conjunction with school personnel, agree on the time of release. A recommendation will be made to the Judge that the youth has achieved the goals of the Program, or cannot adjust to the Program, and the release will be accomplished.

In those instances where youth run away from the Program, are deemed detrimental to the best interests of the Program because of disruptive behavior, who consistently display an attitude of non-conformity to those rules applicable to the best interest of himself and the group, and/or who do not demonstrate a desire to help the Program themselves, will be removed from the Program and relocated at the discretion of the presiding Juvenile Court Judge and Division of Youth Services' Counselor. The youth who runs away from Nature's Classroom will be returned to Nature's Classroom depending on those circumstances prevailing prior to the action of running.

Once a determination has been made that a youth is ready to return to his parent school and neighborhood, the following items will be accomplished prior to release: A written evaluation of the youth's progress and recommendations for a continuation thereof will be accomplished by the Case Counselor in conjunction with the classroom Teachers and Division of Youth Services Counselor. (one copy will be transferred to the parent school, one copy will be sent to Dorothy Thomas Evaluation Center and one copy will be sent to the Central File in Pupil Personnel Services.) The Case Counselor, in conjunction with the Division of Youth Services Counselor, will conduct a joint staffing with the Principal of the parent school and the School Social Worker <u>prior</u> to the return of the youth. The staffing will be initiated by the Case Counselor.

IV. A program for the treatment of Drug and Alcohol Abuse of school age youth has been established through an agreement between the School Board of Hillsborough County and Family Service Association. Effective July 2, 1973, staff from the Project for Pre-Delinquent and Delinquent Identification and Planning, in conjunction with Family Service Association, serve as a referral agent to community based drug abuse treatment programs. This program is an addition to the existing drug education program.

A. Screening, Referral, Identification, Placement and Dismissal Procedures:

Screening of youth in need of services will be accomplished in the schools, Lake Magdalene Juvenile Home, community agencies, and through the criminal justice system. Referrals will be received by Project Personnel and services for treatment of drug and alcohol abusing offenders of school age will be provided for the youth and his/her family members. The program involves individual, group, and/or conjoint family sessions with a family oriented focus. Medical and/or psychiatric consultation is provided by Family Services Association.

Referrals should be made to:

Mr. Harold Ed Davis, Drug Counselor,
Hillsborough County Public Schools
Family Service Association of Greater Tampa, Inc.
Riverside Professional Building Suite 23
205 W. Brorein Street
Tampa, Florida 33606
Telephone: 253-0531, 253-0895

Project personnel will provide appropriate follow-up with the client to insure the effectiveness of the treatment process.

Program 3008

GIFTED

I. Criteria for Participation

The following factors determine a student's eligibility to participate in the Gifted Program.

A. Preponderance of 9's on OLMAT, CTMM, or individual test score (Stanford Binet, WISC etc.) in the 98 percentile.

B. Preponderance of 8's on group ability test (OLMAT, CTMM) and 8's and 9's on MAT or three of the following:

1. Superior scores representing the gifted range for the school student attends, although not 8's or 9's.
2. Guided teacher selection using check lists or a gifted teacher counseling.
3. Recommendation by principal, social worker, psychologist.
4. Verification of ability by U.S.F. gifted program.
5. Talent:highly exceptional ability in one area (art, science, math, etc.)

It's to be noted that the last 5 items are not sufficient for recommendation unless child meets three of them.

II. Procedural Provisions

A. Screening--Group testing stanines of 8 or 9, teacher observation, ability test scores when available.

B. Referral--Schools or parents to the Exceptional Child Education Office (Gifted Program Supervisor or Resource Teachers).

C. Identification--Referral may be made to Psychological Services for individual evaluation--WRAT, WISC, Binet, etc., administered by psychologist or psychometrist.

D. Placement--Children remain in regular program--referrals are accepted for attendance at Learning Center or for Resource Teacher to work with. Gifted Program personnel work with local school personnel to determine children to be served.

E. Dismissal--Parents may withdraw at their discretion. Gifted Program personnel may dismiss child after staffing with local school personnel.

III. Using the Nomination Form

As far as possible list all students in your school above grade 3 who meet the criteria for eligibility. Information may be obtained directly from test print-outs or from students' records.

Teachers should be encouraged to submit nominations of students who fit the characteristics of the gifted child but may not be good test performers. It should be understood that not all nominations are selected for the final list.

Students with good test scores or with several nominations who are not selected to attend the Learning Center may be nominated for in-school gifted classes with itinerant teachers from the Gifted program if the school desires.

HILLSBOROUGH COUNTY PUBLIC SCHOOLS
DEPARTMENT OF EXCEPTIONAL CHILD EDUCATION

1972-73

(School)

(Prepared by)

Nominations for the Learning Center Program (Subject to Approval)

L. C. Resource Teacher

Name	gr. / age	All standardized test data Ability or intelligence tests: test name	grade tested	Score: I.Q. or Stan. lang.	non-lang.	tot. or I.Q.	Achievement MAT: grade tested	read.	prob. solv.	Prev. attended: L.	USF tr.	Recommended by (Check appropriate spaces): Tchr.	Princ.	L.Spec.	Couns.	Others (specify	Remarks Special talent or interest
	/																
	/																
	/																
	/																
	/																
	/																
	/																
	/																
	/																
	/																
	/																
	/																
	/																
	/																
	/																
	/																

SAMPLE

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Program 3009

HEARING IMPAIRED/DEAF

I. Criteria for Participation

A student is considered for special placement in a class for the hearing impaired when he has a loss of hearing in the better ear of 40 db or more (ISO) and functions as a hearing impaired student in need of specia. educational planning. According to their functioning level, students will either receive all academic work within the classroom or fuse out for selected academic classes in the regular classroom according to their ability. A complete medical diagnosis including etiology, audiometric, and speech receptive threshold testing, visual acuity, psychological evaluation, speech, speech reading, and language assessment is made on each child before placement in the program is considered. Parental permission must be granted in all cases. Hearing impaired students capable of benefitting from an oral academic program will be recommended for placement in an oral day class at one of the appropriate levels at Seminole, Sligh, Van Buren, or Chamberlain.

Hearing impaired children five and below will be referred to the Tampa Oral Pre-School for the Deaf. Children referred to this office who are below the compulsory attendance age and have not had pre-school training will be referred to the pre-school program at Tampa Oral.

II . Procedural Provisions

A. Screening--Hearing Screening is provided by the Hillsborough County Public Health Nurses in the elementary schools each year. A 20 db sweep test at 500, 1000, and 2000 cps, is given individually to each new child in the school, all children suspected of having a hearing loss, and all children known to have a hearing loss.

B. Referrals--Speech therapists accept referrals throughout the year from teachers, parents, principals, community agencies, and other school related personnel on children whose behavior indicate the possibility of a hearing loss. A Pure Tone Threshold Test is given by the therapist in the school.

C. Identification--Students failing the screening test as administered by the health nurse are reported to the parent by the nurse. The parents are urged to take the student to a physician and to contact the University of South Florida for further Audiometric Testing or other speech and hearing clinics in the community.

Students referred to the school speech therapist not performing within normal limits on the Pure Tone Threshold Test are also referred to the University of South Florida, with the consent of the parent, for further testing.

BEST COPY AVAILABLE

D. Placement--Children whose hearing loss is either found to be severe or profound and whose language require intensive habilitation are referred to the school social worker for an intake study. The social worker initiates the intake study which includes the following information to be presented at a staffing: Psychological, Audiometric Evaluation, Speech and Language Assessment, and Academic Progress.

Placement is made by the Director of Exceptional Child Education upon the recommendation of the ECE Staffing Committee and/or Case Conference Committee.

Children who have been identified as having moderate, moderately severe, or severe hearing losses and require special language instruction are placed in a special education class for the hearing impaired. If a child can profit from instruction with hearing children, he may be fused out at the discretion of the teacher, principal and receiving teacher in selected academic areas. Referral of such children is made to the school social worker who collects information for staffing and placement.

E. Dismissal--Students are evaluated annually. Dismissal from the program would be contingent upon the following:

1. Admission to the state school or private school
2. Admission to the basic program full time
3. Has reached his potential in the program and is eligible for Vocational Rehabilitative Services
4. Graduation
5. Withdrawal by parental decision
6. Poor progress due to other factors unrelated to the hearing loss.

BEST COPY AVAILABLE

Program 3010

VISUALLY HANDICAPPED

I. Criteria for Participation

Blind--Any child who is totally blind or legally blind to the extent that he must work with braille receives the services of an itinerant teacher for the blind. Initial placement in the program at Exceptional Child Education Wings of Foster, Sligh or Chamberlain requires intake study, individual psychological examination by school psychologist and recommendation by Exceptional Child Staffing and/or Case Conference Committee. The program services children from 5-21 years of age.

Partially Sighted--Doctor's statement as to visual acuity. Individual needs considered 20/70 in better eye with correction. Parent's permission to work with child.

II. Procedural Provisions

Blind

A. Screening--Pre-schoolers are identified by The Bureau of Blind Services and The National Society for The Prevention of Blindness.

B. Referral--Bureau of Blind Services, County Health Nurse, Guidance Counselor, and parents, to Coordinator of Admissions.

C. Identification--Coordinator of Admissions gathers medical and developmental reports. School Psychologist evaluates or validates reports received.

D. Placement--Made by Director of Exceptional Child Education after Staffing and/or Case Conference Committee meeting. Placement is made at pre-school or elementary level in Foster Wing and if a protective setting is needed at Secondary level, ECE Wings at Sligh Junior High or Chamberlain Senior High School. Whenever possible children are returned to community school as soon as possible. Service by itinerant personnel is provided in all placements.

Partially Sighted

A. Screening--Pre-Schoolers screened by a trained group--The National Society for the Prevention of Blindness. They are checked and rechecked during their pre-school years.

Preliminary screening of elementary students by school nurse or a trained PTA Committee. Screening is usually done each fall. Snellen Test is most commonly used; also used, Telebinocular, Titmus Vision Test and the Visual Efficiency Scale developed by Dr. Natalie C. Barraga.

BEST COPY AVAILABLE

B. Referral--Doctor, school nurse, social worker, guidance counselor, parent, teacher, community agency, etc. to Exceptional Child Education Office. Case assigned to one of itinerant teachers.

C. Identification--Reports from an opthalmalogist or optometrist are required before educational planning is undertaken. Each uses his own equipment, techniques, and battery of tests.

D. Placement--Children, unless other involvement enters into functioning, are left in community schools and are furnished special equipment and material depending upon their needs. An itinerant teacher furnishes large print materials, textbooks, magnifiers, tape recorders, talking books, etc.

E. Dismissal--If a child's eyesight has improved and he no longer falls within the category of partially sighted or he can function without the special aids, he may be dismissed by the itinerant teacher. This information is obtained from the doctor and nurse. Parents may withdraw upon their discretion.

HILLSBOROUGH COUNTY PUBLIC SCHOOLS

EXCEPTIONAL CHILD EDUCATION
411 East Henderson Avenue
Tampa, Florida 33602

SAMPLE

_____ (Date)

We, the parents or guardians of _____,

(desire, do not desire) the services provided by the Visually Handicapped Program for our child.

_____

_____

60

_____ (Date)

_____
Child's Signature

_____
Date

_____
Classroom Teacher

_____
Resource Teacher

Sincerely,

Jack R. Lamb

Jack R. Lamb, Ed. D.

Howard Hutchins

Howard Hutchins, Coordinator
Visually Handicapped Program

dmn

VISION CONSULTANT'S REPORT

CONSULTANT _____ DATE OF REPORT _____

NAME OF PUPIL _____ BIRTHDATE _____

PARENT'S NAME _____ TELEPHONE _____

ADDRESS _____
(Street) (City) (State) (Zip)

SCHOOL LAST ATTENDED _____ GRADE _____

ADDRESS OF SCHOOL _____

VISUAL ACUITY _____ PHYSICIAN _____

SAMPLE

1. APPEARANCE _____
2. MOBILITY _____
3. INTERESTS _____
4. SOCIAL STATUS _____
5. ACADEMIC STATUS _____
6. SPECIFIC NEEDS _____
7. GENERAL HEALTH _____
8. CONFERENCES (PARENTS, TEACHERS, OTHERS) _____

_____

_____

_____

9. EQUIPMENT USED OR RECOMMENDED _____

_____

10. RECOMMENDATIONS _____

_____

_____

_____

Program 3011

PHYSICALLY HANDICAPPED

I. Criteria for Participation

One-half normal I.Q. and up. Ages served - 5 - 12 years, Foster Elementary; 12 - 16 Sligh Junior High; 16 - 21 Chamberlain High. Children with less than one-half normal I.Q. are served in TMH program if feasible. Individual psychological examination by school psychologist and Intake Study is done by school social worker--medical records are gathered and need for therapy determined. Individual differences and needs are evaluated at Exceptional Child Education Staffing and/or Case Conference Meeting. Children are re-evaluated every three years when possible. Exceptional Child Education attendants are provided for children on the elementary and on secondary level.

II. Procedural Provisions

A. Screening--Outside agency or school - 4-21 years of age.

B. Referral--Outside agency, parents or school makes referral--enrolled children handled by school social worker, non-enrolled by Coordinator of Admissions Social Worker.

C. Identification--Social worker or Coordinator of Admissions gathers medical and developmental reports, psychologist evaluates child and/or validates reports.

D. Placement--Made by Director of Exceptional Child Education after Exceptional Child Education Staffing and/or Case Conference Committee Meeting.

E. Dismissal--Children are periodically re-evaluated and whenever possible children are returned to community school. Dismissal is handled by Director of Exceptional Child Education. Parents may withdraw at their discretion.

Program 3012

HOMEBOUND AND HOSPITALIZED

I. Criteria for Participation

Referral by home, school, or community agency. Any child fourth through twelfth grades that will be out of school at least 20 school days. Require doctor's signature on form. Exceptions may be made where circumstances warrants it.

II. Procedural Provisions

A. Screening--Proper medical form must be signed and returned by doctor. Children are served on elementary and secondary levels.

B. Referral--School, parent, doctor, or hospital to Exceptional Child Education Office.

C. Identification--Doctor's completion of Exceptional Child Education form and his signature.

D. Placement--Upon completion of referral and medical form, Director of Exceptional Child Education gives forms to Chairman of Homebound Program who then assigns to one of the homebound teachers.

E. Dismissal--(1) Child returns to school. (2) Doctor refuses to renew medical when it has expired. (3) Director of Exceptional Child Education recommends termination after discussion with homebound teacher, former school personnel, and/or medical personnel.

HOMEBOUND REFERRAL

DATE _____

SCHOOL _____ GRADE _____

REFERRED BY _____ BIRTHDATE _____

CHILD'S NAME _____

PARENT'S NAME _____

HOME ADDRESS _____

TIME EXPECTED TO BE OUT OF SCHOOL _____

PHONE _____

DISABILITY _____

DOCTOR'S NAME _____

DOCTOR'S ADDRESS _____ PHONE _____

_____

SUBJECTS BEING TAKEN _____

1 _____ 4 _____

2 _____ 5 _____

3 _____ 6 _____

Does child have books at home? _____

Comments:

TEACHER ASSIGNED _____ DATE OF ENTRY _____

DATE OF WITHDRAWAL _____

SAMPLE

THE BOARD OF PUBLIC INSTRUCTION
HILLSBOROUGH COUNTY

EXCEPTIONAL CHILD EDUCATION
411 East Henderson Avenue
Tampa, Florida 33602

TO: Physician, Hospital or Clinic

Home instruction is being considered for the child whose name appears below. Medical advice is necessary in determining whether or not the child is physically able to attend school without undue hazard. Your advice and recommendation in this regard will be appreciated.

CHILD'S NAME _____ RACE____ SEX____ AGE_____ GRADE_____

PARENT'S NAME_____ ADDRESS_____

NATURE OF DISABLEMENT_____

EXTENT OF DISABLEMENT_____

CAUSE_____ TE OF ONSET_____

WILL DISABILITY GET WORSE?_____ REMAIN AS IT IS?_____

IMPROVE_____ IS PROPER TREATMENT BEING PROVI_____

Does your examination of this child satisfy you that he/she is physically unable to attend regular school?_____

DO YOU RECOMMEND HOMEBOUND INSTRUCTION FOR THIS CHILD?_____

WHAT LIMITATIONS SHOULD BE OBSERVED AS TO PHYSICAL ACTIVITY?_____

_____

PLEASE INDICATE PROBABLE LENGTH OF TIME CHILD WILL BE HOMEBOUND:

Weeks _____ Months_____ 1 Year_____

_____ M.D.
(Examining Physician)

_____
(Address)

_____
(Date)

This report should be returned to the Homebound Department:
Exceptional Child Education, 411 East Henderson Avenue, Tampa, Florida 33602

SAMPLE

BEST COPY AVAILABLE

MEMORANDUM

TO: Parents of Students Obtaining Homebound Services

FROM: Jack R. Lamb, Director, Exceptional Child Education

Your child has been entered on the Homebound Program. The following are desirable conditions to be met by the parent and student during his or her stay on the program:

1. A suitable physical location conducive to study and learning is to be provided in the home.

2. The parent is to supervise a regularly scheduled period of daily study time for the preparation of assignments between the periodic visits of the homebound instructor. Any child failing to meet this requirement and, therefore, making unsatisfactory progress will stand liable for dismissal from the program.

3. The parent is requested to see that no unwarranted intrusion or presence of a third person shall occur to disrupt the pupil-teacher activity.

4. Readiness and promptness will be observed on the part of the child so that instruction may begin and proceed according to a regularly scheduled period.

5. The presence of another adult in the home is required during Homebound instruction.

6. Parents must assume responsibility for care and return of books issued by the Homebound Department.

7. Students on Homebound are expected to eliminate outside activities.

8. A doctor's statement must be in the Homebound Office from your physician stating that your child is eligible for Homebound Service before instruction can begin. A statement must also be obtained from your physician stating that your child is able to return to school.

mrh

BEST COPY AVAILABLE

MEMORANDUM

TO: PRINCIPALS, COUNSELORS AND DEANS

FROM: Jack R. Lamb, Director, Exceptional Child Education

SUBJECT: Homebound Instruction

I. Homebound Instruction Policies

1. Children whose physical condition warrants an absence from school for at least four weeks may be eligible for homebound instruction.

2. Except in rare instances this program is not offered below fourth grade level.

3. The student must be doing satisfactory school work.

4. A medical report is required from the attending physician before a student can be accepted on the program. A doctor's recommendation is only one criterion for acceptance. (Medical forms are available from the Exceptional Child Education Office.)

II. The Principal is responsible for:

1. Informing parents of the Homebound Program.

2. Assuring the cooperation of the classroom teacher in issuing assignments when requested by the homebound teacher.

3. Directing the classroom teacher to furnish partial grades for the child who enrolls in the Homebound Program.

4. Keeping the child on roll until transferred to the Homebound Program.

JRL:mh

Program 3013

MULTIPLE HANDICAPPED - DEAF/BLIND

I. Criteria for Participation

A student who has been screened and identified by a professional team as Multiple Handicapped - Deaf/Blind is provided a program to meet his unique needs. Self-help and personal management skills are emphasized in the program.

II. Procedural Provisions

A. Screening -- Pre-schoolers are identified by a professional team.

B. Referral--State Coordinator of Deaf/Blind Program, Bureau of Blind Services, County Health Nurse, parents to Coordinator of Admissions, and other community agencies.

C. Identification--Coordinator of Admissions gathers medical and developmental reports.

D. Placement--Placement is made by the Director of Exceptional Child Education after review of the intake study by the Coordinator of Admissions, results of the professional team and recommendations of the ECE Staffing Committee and/or Case Conference.

E. Dismissal--Each case for dismissal will be studied on an individua basis following established procedures or upon the request of the parent (s).

III. Supportive Services

The Multiple Handicapped-Deaf/Blind program receives supportive services from the State Coordinator of the federal Deaf/Blind Program, the Bureau of Blind Services, the Childrens Medical Services, the Trainable Mentally Handicapped and Visually Handicapped Programs of Exceptional Child Education, and Pupil Personnel Services, and the Florida Instructional Materials Center for the Visuaoly Handicappe

Program 3014

HEARING IMPAIRED/MULTI-METHOD

I. Criteria for Participation

Hearing impaired children between the ages of 6 - 12, who have been evaluated as needing a more visual means of communication will be recommended for the Multi-Method Program at Tampa Bay Blvd.

II. Procedural Provisions

A. Screening--Hearing Screening is provided by the Hillsborough County Public Health Nurses in the elementary schools each year. A 20 db sweep test at 500, 1000, and 2000 cps, is given individually to each new child in the school, all children suspected of having a hearing loss, and all children known to have a hearing loss.

B. Referrals--Speech therapists accept referrals throughout the year from teachers, parents, principals, community agencies, and other school related personnel on children whose behavior indicate the possibility of a hearing loss. A Pure Tone Threshold Test is given by the therapist in the school.

C. Identification--Students failing the screening test as administered by the health nurse or speech therapist are reported to the parent by the nurse. The parents are urged to take the student to a physician and to contact the University of South Florida for further Audiometric Testing or other speech and hearing clinics in the community.

D. Placement--Children whose hearing loss is either found to be severe or profound and whose language requires intensive habilitation are referred to the school social worker for an intake study. The social worker initiates the intake study which includes the following information to be presented at a staffing: Psychological Audiometric Evaluation, Speech and Language Assessment, and Academic Progress.

Placement is made by the Director of Exceptional Child Education upon the recommendation of the ECE Staffing Committee and/or Case Conference Committee.

Children between the ages of 6 - 12 with severe to profound hearing losses are placed in the multi-method program if they have not been able to function successfully in an oral program, not accepted by the state school for the deaf, or come from a program that was basically manual.

E. Dismissal--Students are evaluated annually. Dismissal from the program would be contingent upon the following:

1. Admission to the state school or private school.
2. Admission to the basic program full time.
3. Withdrawal by parental decision.
4. Poor progress due to other factors unrelated to the hearing loss.

BEST COPY AVAILABLE

Program 3015

ROLE OF COORDINATOR OF ADMISSIONS/SPECIAL SERVICES

Non-Enrolled - Children who have never been in a school program

The Coordinator of Admissions does intake and makes referrals as needed to Psychological Services. Appointments for psychological evaluation and/or consultation are assigned through the Admissions Office.

Referrals from Tampa Oral Pre-School for the Deaf

The Director of the Tampa Oral School will complete the referral on children who are candidates for the Programs for the Hearing Impaired. These referrals are returned to the Supervisor of Communication Disorders for screening and approval. They are then submitted to the Coordinator of Admissions for an intake study. The Coordinator will originate requests for psychological testing as needed and will forward them to the Supervisor of Psychological Services. The report from Psychological Services is to be sent to the Exceptional Child Education Department.

Referrals from Pre-School Programs for the Mentally Handicapped

The Directors of the Pre-School Centers will refer those children they feel are ready to move into the school program and all children of compulsory age. Referrals are forwarded to the Coordinator of Admissions for an intake study, which is then screened by the Supervisor of Programs for the Mentally Handicapped. The Coordinator will originate requests for psychological testing as needed and will forward them to the Supervisor of Psychological Services. The report from Psychological Services is to be sent to the Exceptional Child Education Department.

United Cerebral Palsy Clinic, Easter Seal Society and Morning Star School

Appropriate personnel from each of these sources make referrals direct to the Coordinator of Admissions of those children they feel are ready for a public school program.

Exemptions

If a child's mental or physical condition prevents his attendance in a public school program, a Certificate of Exemption (represented by a letter of exemption addressed to the parents) is issued to him. Letters of Exemption are recommended by the Case Conference Committee and co-signed by the County Health Officer.

Program 3016

HARD OF HEARING

I. Criteria for Participation

Students with hearing losses of 30 db or greater in the better ear who can profit from instruction with hearing children in all academic areas, but who need supportive service, are seen 1 or 2 hours per week by a hearing therapist for weekly individual instruction.

Hearing impaired children functioning at the trainable level will be recommended to the trainable program and will receive the services of a hearing therapist.

II. Procedural Provisions

A. Screening--Hearing Screening is provided by the Hillsborough County Public Health Nurses in the elementary schools each year. A 20 db sweep test at 500, 1000, and 2000 cps is given individually to each new child in the school, all children suspected of having a hearing loss, and all children known to have a hearing loss.

A hearing conservation program is being initiated for the 1973-74 year. A mobile screening van, operated by a hearing therapist with the services of the school audiologist, will visit approximately 10 schools. All children in grades K, 1, 3; those who are new to the school and those who have known hearing losses will be screened at 25 db ISO for the freq. of 500 - 1k-2k-4k HZ. Children who fail the first screening will receive a second screening. Criteria for both screenings are failure to respond to two freq. in the same ear or one freq. in both ears. Those children who fail the second screening will be referred to the school and/or the public health nurse for follow-up and educational planning.

B. Referrals-Speech therapists accept referrals throughout the year from teachers, parents, principals, community agencies, and other school related personnel on children whose behavior indicate the possibility of a hearing loss.

C. Identification--Students failing the screening test as administered by the health nurse are reported to the parent by the nurse. The parents are urged to take the student to a physician and to contact the University of South Florida for further Audiometric Testing or other speech and hearing clinics in the community.

BEST COPY AVAILABLE

Students referred to the school speech therapist not performing within normal limits on the Pure Tone Threshold Test are also referred to the University of South Florida, with the consent of the parent, for further testing.

D. Placement-- Children who are identified as having moderate to moderately severe hearing losses and good communicative skills are assigned to their neighborhood school. Weekly individual supportive instruction is provided by a hearing therapist. (lipreading, auditory training, tutoring, and hearing aid orientation)

Children whose hearing loss is either found to be severe or profound and whose language requires intensive habilitation follow the procedure as found in Program 3009.

E. Dismissal--Students are evaluated annually. Dismissal from the program would be contingent upon the following:

1. Admission to the state school or private school
2. Admission to the basic program full time
3. Has reached his potential in the program and is eligible for Vocational Rehabilitation Services.
4. Graduation
5. Withdrawal by parental decision
6. Poor progress due to other factors unrelated to the hearing loss
7. Is performing satisfactorily in all areas and does not need supportive help